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ABSTRACT

Designed to help prepare community college students for transfer to four-year institutions, this speech course was developed for a metropolitan area of 10,000 to 15,000 population. It consists of four stages: entering behavior, instructional objectives, instructional procedures, and evaluation. The students average 25 years of age; many are employed in either full-time or part-time work. The goals are to provide students with opportunities to analyze and experience communication in dyadic, small group, and public contexts; to provide opportunities to develop effective speaking abilities in both formal and informal situations; to enable students to use proper speech communication methods; and to encourage the exchange of information, to arrive at a group solution. Among the procedures to be employed are lectures, discussions, and individual speaking activities. Evaluation consists of specific criteria for examinations, performances, and projects. Topics of the four units of study presented are the communicative process, interpersonal communication, small group, and public speaking. Each unit is complete with introduction, objectives, required reading and activity, subject-matter outline, and evaluation procedures. (HOD)

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# A Design For A Basic Speech Course For Community College Students

by

Charles Courtney

February 1977

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## INTRODUCTION

The multiplicity of functions of the two year educational institution today is much broader than the relatively narrow transfer function that was once its primary emphasis. Among the programs currently listed in many community college catalogues are the following: transfer, general education, community service, and post secondary occupational education. Each of these programs has a different purpose. The purpose of the transfer program, for example, is to prepare the student for further study at the four year college or university[1] while the general education program "seeks to develop insights and knowledge to assist every human in conducting the many daily activities that are common to all men who live in society."[2] These varied purposes require that course offerings in a particular program be specifically designed to meet the needs of the students electing that program as well as to insure that each program achieves its purposes.

The course proposed here, Fundamentals of Speaking, is designed as a part of the transfer program. In the preparation of this design, the basic instructional model[3] is employed to ensure that the purposes of the transfer program are met. The basic instructional model consists of four stages: Entering Behavior, Instructional Objectives, Instructional Procedures, and Evaluation.

Entering Behavior

"Entering Behavior refers to what the student has learned, his intellectual ability and development, his motivational state, and certain social and cultural determinants of his learning ability."[4] W. James Popham and Eva I. Baker suggest that the entry behavior of the student may be determined by formal and/or informal pretests.[5]

Since this paper is theoretical in nature, the entering behavior of the students enrolled in the course herein described are presented below in the form of assumptions. These assumptions were determined with the help of Dr. Charles Tolley, professor of higher education at Murray State University.

It is assumed that the average age of the student is twenty-five; a significant number of the students (25%) are married; many of the students (50%) are employed in either full-time (40 hours per week) or part-time (less than 40 hours per week) work; most of the students have graduated from a public high school in the service-area, and only a small percentage have the General Education Development (GED) certificate; and, all of the students believe that they will transfer into a four year institution. It is also assumed that the community college is located in a metropolitan area with a population of 10-15,000; the total service area encompasses the four nearest counties making the total service-area population 70,000; the primary occupation in this four county area is farming; the geographical location of the community college is the southeastern section of the United States.

Instructional Objectives

According to Robert F. Mager, "an objective is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended 'result' of instruction, rather than the 'process' of instruction itself."[6] Instructional objectives have a variety of uses which include providing a sound basis for (1) selecting or designing instructional content and procedures, (2) evaluating or assessing the success of the instruction, and (3) organizing the students' own efforts and activities for the accomplishment of the important instructional intents.[7]

The aim of this course is to provide the student with those competencies in speech communication that will allow him to transfer to a four year institution and enroll in higher level speech courses. The general goals of this course are to (1) provide the student with the opportunity to analyze and experience communication in dyadic, small group, and public contexts, (2) provide the student with the opportunity to acquire effective speaking abilities in formal and informal situations, (3) enable the student to utilize proper methods of speech communication, and (4) encourage the student to share and exchange information and ideas to arrive at a group solution.

After assessing the entering behavior and determining the aim and general goals for the course, the specific instructional

objectives were determined. These instructional objectives are included in each unit of study in the syllabus.

Instructional Procedures

Proper management of the instructional procedures results in those changes in student behavior which we call learning or achievement.[8] The instructional procedures for this course are stated explicitly in the Course Syllabus. Among the procedures to be employed in this course are lectures, discussions, and individual speaking activities.

Evaluation

The final step in the basic instructional model is the evaluation process. The evaluation process should determine the students' proficiency in the subject as well as "evaluate the utility of the instructional sequence."[9] If the student has fallen short of mastery of the instructional objectives, one or all of the preceding components of the basic teaching model may require adjustment.[10] Each unit within the following syllabus has specific criteria for evaluation such as examinations, performances, and projects. These evaluations will be used to determine student proficiency and the validity of the instructional objectives of each unit.

PERTINENT DATA:

Course Title: Fundamentals of Speaking

Credit Hours: Students who satisfactorily complete the requirements for this course will receive three (3) hours credit.

Academic Level: This course is numbered in the 100 series and will have Freshmen and Sophomores as its target audience.

Prerequisites: There are no prerequisites for this course.

Class Size: Due to the performance aspect of this class, the class size will be limited to the first twenty-five (25) students to enroll.

COURSE DESCRIPTION AND PURPOSE:

Fundamentals of Speaking is a course comprised of four units of study: The Communicative Process; Interpersonal Communication: Dyadic; Interpersonal Communication: Small Group; and, Public Speaking. Each unit is complete with title, introduction, instructional objectives, required readings, required activities, subject matter outline, and evaluation procedures.

Unit one, The Communicative Process, is the introductory unit and is designed to (1) present to the student the basic communication elements of speaker, message, listener, channel, and situation (2) analyze these elements, and (3) analyze their interrelationships. Dyadic communication, small group discussion, and public speaking will be defined and the basic communicative elements in each of these will be analyzed and discussed. The purposeof this unit is to illustrate the complexity of the communication process and to show the roles of the basic communicative elements in interpersonal

communication, small group discussion, and public speaking.

Interpersonal Communication: Dyadic is the second unit of study. This unit is designed to analyze two forms of dyadic communication (social conversation and interview) to determine the purposes, characteristics, and processes of each form. The purposes of this unit are to (1) show the student the nature, functions, kinds, and communicative problems in dyadic communication; (2) increase the student's ability to resolve problems in formal and informal dyadic situations; and (3) increase the student's ability to present a positive image in an interview.

Unit three is Interpersonal Communication: Small Group Discussion. This unit is concerned with (1) the limitations of discussion in decision making; (2) the characteristics of groups; (3) the round table, panel, and symposium formats of discussion; (4) discussion leadership; and (5) listening. The student will participate in two small group discussions in an informal classroom setting. The purposes of this unit are to show the nature and functions of small group discussions and to provide an opportunity for the student to analyze and experience the small group discussion as a means of decision making.

Unit four, Public Speaking, considers the one-to-many speaking situation. This unit will study (1) speaker-related variables (source credibility, elements of delivery); (2) message variables (purposes of public speaking, organization of a speech); and (3) the audience as a variable (audience analysis, environmental factors affecting the audience).

Also to be studied in this unit are elements of the persuasive speech and the speech to actuate. Two speeches will be required of each student in this unit. The purposes of this unit are to show the student the proper manner of handling the message, the audience, and himself in a public speaking situation and to allow him the opportunity to exhibit his understanding of these variables in a speech.

The lecture-discussion-performance format of this course is designed to provide the student with a knowledge of the basic elements of dyadic communication, small group discussion, and public speaking and to provide experience in those speaking situations. Each of the units is designed to provide a foundation for those that come after it; therefore, it is necessary that the student exhibit a proficiency in the execution of the exercises and activities and be knowledgeable of the material covered in each unit.

RATIONALE:

As was mentioned above, the community college has several distinct functions and the courses offered under each function must differ in the objectives stated, the procedures employed, and the terminal behavior desired in order to ensure that each course satisfies the unique goals and needs of the individual in a program. It would be improper to use one syllabus to teach a course under several of these community college programs.

It is imperative that a community college student intending to transfer to a four year college and continue to study speech communication be provided with a knowledge of the

processes and elements of communication that will allow him to continue his studies in this area. This course is designed to provide students with the needed background.

For the community college student who wishes to transfer to a four year institution but does not intend to continue the study of speech communication, this course can be beneficial by providing competencies in speaking in a variety of situations, in organizational methods, and in problem solving. For this student, this course can be helpful in a service capacity.

It is necessary that a basic course provide the foundation from which all other study can ensue. For this reason, the Fundamentals of Speaking course is a prerequisite to all other speech communication courses offered in the community college.

COURSE REQUIREMENTS:

Attendance: For class attendance requirements, see the rules and regulations outlined in the College Catalog. The nature of this course necessitates attendance at every class session.

Evaluation: The student enrolled in this course is evaluated by the following:

Unit activities, performances, and projects

Unit examinations

Final examination

Class participation and involvement

Grading Information: The criteria used to determine the grade of a speech are provided by Robert Oliver (Speech Teacher, IX, January 1960, 8-11). Each student will receive a copy of these criteria. The grading of examinations will be consistent with the current policy of this institution. Refer to the College Catalog for details.

Course Title: Fundamentals of Speaking

Unit Title: The Communicative Process

Introduction: In this unit we will be concerned with the basic communication elements of speaker, message, listener, channel, and situation. These elements will be defined and discussed in relation to dyadic communication, small group discussion, and public speaking. This unit is the foundation for those that follow, and it is considered essential for success in this course.

Instructional Objectives:

A. Define and differentiate among speaker, listener, message, channel, and situation.

B. Construct a speech communication model and explain the interrelationships of the variables (sender, receiver, message, channel, situation) in the model.

C. Define and list the characteristics of dyadic communication, small group discussion, and public address.

D. Identify and compare the basic communicative elements in dyadic communication, small group discussion, and public address.

E. Define and list the characteristics of fixed-feature space, semifixed-feature space, and informal space.

Required Readings:

1. Read "Introducation: An Overview of Communication" on pp. 1-12, Speech Communication by William D. Brooks.

2. Read "Definitions" on pp. 3-6, and "Values of Discussion" on pp. 8-11, Handbook of Group Discussion by Russell H. Wagner and Carroll C. Arnold.

3. Read figure 1 "An Elements in Effects Model" on p.18, Speech Communication: Analysis and Readings by Howard H. Martin and Kenneth E. Andersen.

4. Read "Environmental Factors: The Uses of Space" on pp. 90-98, Introduction to Interpersonal Communication by Sara A. Barnhart.

Required Activities:

1. Construct a speech communication model.
2. Participate in the Get Acquainted Circle. *

Criteria for Evaluation:

1. Satisfactory completion of Required Readings and Required Activities.
2. Participation in class discussions.
3. Exhibit a mastery of the Instructional Objectives as demonstrated by the results of an examination over the material covered in this unit.

Subject Matter Outline:

1. Elements in the speech communication process.
2. Communicative elements in dyadic, small group, and public communication.
3. The uses of space in communication.

Suggested Additional Readings:

"Four Elements" on pp.3-9, Practical Speechmaking by Ronald M, Brown and Ralph G. Nichols.

"Seating of Listeners" on pp. 101-102, Speech Performance by Bert Bradley.

"The Elements of Speech Communication" on pp.3-7, Introduction to the Field of Speech by Ronald F. Reid.

"Speech Communication: Process and Forms" on pp.8-29, Principles and Types of Speech Communication by Alan Monroe and Douglas Ehninger.

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*The students and instructor sit in a circle. Each person states his name. After each person has stated his name, each individual is asked to recall the names of the other participants (the students will be less intimidated if the instructor is the first to attempt this). The purpose of this activity is to put the students at ease with their future audience.

Course Title: Fundamentals of Speaking

Unit Title: Interpersonal Communication: Dyadic

Introduction: Interpersonal communication refers to that communication in which persons are engaged directly with each other in the overt transmission and reception of messages. It does not refer to communication situations in which the sender of a message cannot communicate directly with an individual as a person, with each aware of the other as a unique person. Interpersonal communication includes dyadic communication and small group communication. Dyadic communication may be formal or informal and includes situations such as two persons visiting over a cup of coffee, the job interview, the conference between subordinate and superior, the telephone conversation with one's girl friend.[11]

In this unit we are concerned with the purposes, characteristics, and processes of dyadic communication in formal and informal situations. Specifically, dyadic social conversation and the interview are emphasized in this unit.

Instructional Objectives:

A. List the seven suggestions by Abernathy for making conversation more satisfying and valuable.

B. List the suggestions regarding interviewing techniques mentioned by several employment managers.

C. Given a controversial question, arrive at a solution in concert with a classmate.

D. Illustrate an understanding of proper interviewing techniques by participating in a mock job interview with a classmate

Required Readings:

1. Read "The Personal Interview" on pp. 126-127, Effective Speech by Robert T. Oliver and Rupert L. Cortright.

2. Read "Interpersonal Communication" on pp. 136-144, Fundamentals of Speech Communication by Elton Abernathy.

3. Read "Social Interaction" on pp. 115-136, The Speech Communication Process by Theodore Clevenger and Jack Matthews.

4. Read "The Interview" on pp. 124-139, and "Social Conversations" on pp. 121-123, Speech Communication by William D. Brooks.

Required Activities:

1. Participate in the Johari Window Exercise.

2. Participate in a mock job interview with a classmate.

3. Participate in a problem-solution exercise with a classmate.

Criteria for Evaluation:

1. Satisfactory completion of Required Readings and Required Activities.

2. Participation in class discussions.

3. Exhibit a mastery of the Instructional Objectives as demonstrated by the results of an examination over the material covered in this unit.

Subject Matter Outline:

1. Purposes, characteristics, and processes of dyadic communication.

2. Elements of dyadic social conversation.

3. Elements of dyadic interview.

Course Title: Fundamentals of Speaking

Unit Title: Interpersonal Communication: Small Group

Introduction: Interpersonal communication includes small group communication which, like dyadic communication, may be formal or informal. The difference between small group and dyadic communication lies in the number of participants. The small group may be three persons talking in the back yard, a committee of five persons planning the Homecoming activities, or a meeting of any problem-solution group. The essential element in interpersonal communication is that of direct, knowing, person-to-person interaction. The important characteristic is that of overt participation so that it is a dialogical communication situation.

In this unit we are concerned with the use of group discussion in problem-solving; the characteristics of groups; the round table, panel, and symposium formats of discussion; group leadership; and listening.

Instructional Objectives:

A. Demonstrate adequacy as a discussion leader by accomplishing eight main tasks: (1) introduction, (2) time keeping, (3) group balance, (4) order, (5) movement, (6) notes, (7) summarizing, (8) presenting conclusion to the class.

B. Define and compare round table discussion, panel discussion, and symposium.

C. Differentiate between things implied and things stated in a given speech.

D. Participate as a member of a panel.

Required Readings:

1. Read "Seating Behavior and Spatial Arrangements in Small Groups" on pp. 46-55, Nonverbal Communication In Human Interaction by Mark Knapp.

2. Read "Types of Discussion Classified According to Format" on pp. 148-149, Fundamentals of Speech Communication by Elton Abernathy.

3. Read figures 1, 2, 3, "Discussion Leadership" on p. 157, Ibid.

4. Read "The Listening Process" on pp. 236-239, "Misconceptions and Problems in Listening" on pp. 240-245, and "How To Improve Listening Behavior" on pp. 245-249, Speech Communication by William Brooks.

Required Activities:

1. Participate in a panel discussion.
2. Perform the duties of a group leader.
3. Participate in the Listening Game (See: Communication Games by Karen Kruper, p.75)
4. Participate in the Logic In Problem-Solving Exercise (See: Communication Games by Karen Kruper, p.95)

Criteria for Evaluation:

1. Satisfactory completion of Required Readings and Required Activities.
2. Participation in class discussion.
3. Exhibit a mastery of the Instructional Objectives as demonstrated by the results of an examination over the material covered in this unit.

Subject Matter Outline:

1. Limitations and characteristics of small groups.
2. Uses of the panel, round table, and symposium formats in discussion.
3. Process, problems, and improvement of listening behavior.
4. Leadership in the small group.

Suggested Additional Readings:

"Communication in Small Groups" on pp.69-73, Speech Communication: Analysis and Readings by Howard Martin and Kenneth Andersen.

"Values of Discussion" on pp. 8-11, Handbook of Group Discussion by Russell Wagner and Carroll Arnold.

"Effectiveness As A Member of a Group" on pp.119-134, Ibid.

Course Title: Fundamentals of Speaking

Unit Title: Public Speaking

Introduction: Public communication, like interpersonal communication, is essentially a transaction between communicator and receiver. Although public communication is dynamic, on-going, and therefore difficult to describe with finality, we will examine in this section the various elements, or variables, of which it is constituted. We are also concerned with the proper methods of researching, organizing, and delivering the speech to persuade and the speech to actuate in this unit.

Instructional Objectives:

A. Research, organize, outline, practice, and deliver an original speech to persuade.

B. Research, organize, outline, practice, and deliver an original speech to actuate.

C. Construct an original introduction and conclusion for a speech on a given topic.

D. From a given list, match the appropriate subpoints to the appropriate main points.

E. From a list of alternatives, select the probable intended audience for a given speech.

F. Organize given material into either logical, chronological, or topical sequence.

Required Readings:

1. Read "Speaker-Related Variables" on pp. 161-177, "Message Variables" on pp. 179-200, and "The Audience As A Variable" on pp.203-232, Speech Communication by William Brooks.

2. Read "The Credibility of Ideas: Creating Ethos" on pp. 64-80, Fundamentals of Speech Communication: The Credibility of Ideas by Bert Bradley.

Required Activities:

1. Deliver a persuasive speech.

2. Deliver a speech to actuate.

Criteria for Evaluation:

1. Satisfactory completion of Required Readings and Required Activities.
2. Participate in class discussion.
3. Exhibit a mastery of the Instructional Objectives as demonstrated by the results of an examination over the material covered in this unit.

Subject Matter Outline:

1. Purpose and methods of persuasive speaking.
2. Purpose and methods of speech to actuate.
3. Elements of public communication.
4. Audience as a variable.

Suggested Additional Readings:

"Climbing The Ladder To Effectiveness" on pp. 15-19, Practical Public Speaking by Eugene White.

"What You See Is What You Get: Audience Analysis" on pp. 47-70, An Introduction To Human Communication: Audiences, Messages, Speakers by John Vohs and G.P. Mohrmann.

"Messages: Organization, Structure, Reasoning" on pp. 179-199, Ibid.

"Speakers: Presenting The Speech" on pp. 251-265, Ibid.

FOOTNOTES

[1]James W. Thorton, The Community College (3rd ed.; New York: John Wiley and Sons, Inc., 1972), p. 72.

[2]Ibid., p. 72.

[3]John P. DeCecco, The Psychology of Learning and Instruction: Educational Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), p. 11.

James W. Popham and Eva L. Baker, Systematic Instruction (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 13.

Robert M. Gagne and Leslie J. Briggs, Principles of Instructional Design (New York: Holt, Rinehart, and Winston, Inc., 1974), p. 14-15.

[4]John P. DeCecco, The Psychology of Learning and Instruction: Educational Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968), p.12.

[5]James W. Popham and Eva L. Baker, Systematic Instruction (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 73.

[6]Robert Mager, Preparing Instructional Objectives (2nd ed.; Belmont, California: Fearon Publishers, Inc., 1975), p. 5.

[7]Ibid., p. 6.

[8]DeCecco, Psychology of Learning and Instruction, p. 12.

[9]Popham, Systematic Instruction, p. 143.

[10]DeCecco, Psychology of Learning and Instruction, p. 12.

[11]William D. Brooks, Speech Communication (2nd ed.; Dubuque, Iowa: Wm. C. Brown Company, Publishers, 1974), p. 10.

[12]Ibid., p. 10.

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